

Perkins Title I  
Secondary/Postsecondary  
Five-Year Plan for  
Carl D. Perkins  
Vocational and Applied Technology  
Education Amendments of 1998

P.L. 105-332  
**(Title I)**

FUNDING PERIOD  
**FY2001-FY2004**

Idaho State Division of Professional-Technical Education  
650 West State Street, P.O. Box 83720  
Boise, Idaho 83720-0095

**SECONDARY/POSTSECONDARY  
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Signature of Authorized District or Institution Official

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Contact Person for the District or Institution

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**Reviewer(s)** \_\_\_\_\_ **Date:** \_\_\_\_\_  
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**CONSORTIUM  
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**Consortium Members:**

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## **Perkins Title I Secondary/Postsecondary Five-Year Plan**

The new Perkins Act requires that each eligible recipient prepare a local plan for vocational and technical education (Section 134; Local Plan for Vocational and Technical Education Programs, and Section 135; Local Use of Funds) that includes specific information in four areas:

- ' program and services descriptions,
- ' required uses of funds,
- ' permissible uses of funds, and
- ' performance measures.

### **Local Use of Funds, Section 135:**

1. Each eligible recipient receiving funds under the Perkins Act may not use more than 5% for administrative purposes. Funds must be used for administrative costs associated with the administration of activities assisted under Perkins III. Indirect rates are not allowable. The balance of funds may be used for the following:
2. Required uses of local funds:
  - (a) Strengthen academic, professional-technical skills of students through integration of academic, professional-technical programs. (see sec 4, pg 11)
  - (b) Provide programs that addresses all aspects of an industry. (see sec 5, pg 12)
  - (c) Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encouraging schools to work with high technology industries. (see sec 9, pg 17)
  - (d) Provide professional development for teachers, administrators and counselors, including in-service and pre-service training and practices to include parents and the community. (see sec 8, pg 16)
  - (e) Evaluate programs and assess how special populations are being served. (see sec 6, pg 13)
  - (f) Develop and upgrade programs. (see sec 7, pg 15)
  - (g) Provide services of sufficient size, scope and quality. (see sec 7, pg 15)
  - (h) Link secondary and postsecondary education. (see sec 10, pg 18)
3. Permissible use of local funds:
  - (a) Involve parents, businesses and labor organizations in planning, implementing, and evaluating professional-technical education programs.
  - (b) Provide career guidance and academic counseling for professional-technical education students
  - (c) Provide work-related experiences.
  - (d) Provide programs for special populations.
  - (e) Support local business and education partnerships.
  - (f) Assist vocational student organizations.
  - (g) Provide mentoring and support services.
  - (h) Lease, purchase and upgrade equipment.

- (i) Provide initial teacher preparation, including that for teacher candidates from business and industry.
- (j) Develop and improve curriculum.
- (k) Support family and consumer sciences education.
- (l) Provide programs for adults and school dropouts to complete secondary education.
- (m) Provide services for placement in employment and further education.
- (n) Support nontraditional training and employment.
- (o) Other activities consistent with purposes of the Perkins Act.

This plan covers the five-year period of FY 2001 - FY 2004. Local five-year plans will be reviewed at the end of the first two year period and revised as necessary. Local five-year plans may be modified at any time during the five year period if determined necessary at the local level. The following chart illustrates the sequence of activities for the Perkins III Five Year Plan, annual application, and plan revision.

FY 2000	FY 2001	FY 2002	FY 2003	FY 2004
Five Year Plan		Plan Revision	Plan Revision	Plan Revision
Initial application	2nd year application	3rd year application	4th year application	5th year application
Performance measures, FY99 and/or FY98, Perkins II-C	Performance measures, FY00, Perkins III	Performance measures, FY01, Perkins III	Performance measures, FY02, Perkins III	Performance measures, FY03, Perkins III
Begin data collection per Perkins III	Collect data per Perkins III guidelines	Collect data per Perkins III guidelines	Collect data per Perkins III guidelines	Collect data per Perkins III guidelines
	Improvement Plan	Improvement Plan	Improvement Plan	Improvement Plan

Consortium five-year plans and annual plans must describe how the funds will be used for activities that are **mutually beneficial** to all members of the consortium. Mutually beneficial is defined as: regional and local consortia will serve as structures to provide services to all participating LEAs. Projects will include shared activities that are defined as: (1) an activity that is conducted at a central location with students from all member sites participating; or (2) an activity that is delivered at all sites by a roving facilitator; or (3) a like activity that is provided at all sites under centralized supervision and coordination.

The format of this five-year plan has been developed to standardize and simplify these requirements. The format provides space for you to enter comments, additional categories, or narratives needed to further describe or explain your local programs. **Please provide a narrative to help explain your program to plan reviewers at the Division of Professional-Technical Education.** Additional information may be requested to clarify the plan before final approval. Each of the Act's requirements is presented on a separate page.

**Additional Assurances:**

1. No funds received under the Perkins III Act may be used to provide professional-technical education programs to students prior to the seventh grade.
2. No funds made available under the Perkins III Act will be used to mandate that any individual participate in a professional-technical education program, including a professional-technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
3. No funds under Perkins III may be transferred and used to fund a School-to-Work grant.
4. No Perkins III funds shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocation will result in a reduction in the number of jobs available in the State where the business enterprise is located before such incentives or inducements are offered.
5. Perkins III funds may be used to pay for the costs of professional-technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to professional-technical education.

**Section 1: Plan Development - Local Plan Requirement and Stakeholder Participation  
(Section 134(a))**

The local plan shall be for the same period of time as the State Plan submitted under Section 122 (FY2000 - FY2004). Teachers, parents, students, representatives of special populations, business and industry, labor, and other interested individuals or groups should be involved in the **development** of professional-technical education programs.

Examples of other interested individuals or groups would include representatives of nontraditional occupations, local Workforce Investment Boards/Private Industry Councils, Chamber's of Commerce, and Cooperative Extension Service or other local agencies.

Enter an **X** in each of the columns that indicates the types of involvement each of the groups has had in the development of your local plan.

<u>Groups</u>	<u>Information</u>	<u>Consultation</u>	<u>Reviewed and Critiqued</u>	<u>No Involvement</u>
Teachers				
Parents				
Students				
Special Populations				
Interested Individuals				
Business and Industry				
Labor				

**Narrative:** Describe or clarify any additional groups involved in the development of professional-technical education programs.

**Section 2: Approved Professional-Technical Education Programs (Section 134(b)(1))**

List all approved professional-technical education programs in your district, consortium\* or technical college. The **program sequence number** (number 1 - 15) will be used later as an identification number when completing each portion of the plan.

	<u>Program Title</u>	<u>State PGM ID Number**</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

\***Consortiums:** Include a separate sheet for each school in the consortium.

\*\* The State PGM ID number is the State title, code, and program description.



**Section 3: Performance Measures (Section 134 (b)(2))**

Describe how professional-technical education activities will be carried out with respect to meeting State performance measures. These performance measures have been established in accordance with Section 113 of the Perkins III legislation and include the four core performance indicators of:

- ' student attainment of challenging State established academic, and vocational technical, skill proficiencies;
- ' student attainment of secondary school diploma or its recognized equivalent or postsecondary degree or credential;
- ' placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment; and
- ' student participation in and completion of vocational-technical programs that lead to nontraditional training and employment.

**Section 4: Improve/Strengthen Academic and Technical Skills (Section 134(b)(3)(A)(C)) and (Section 135(b)(1))**

Describe how this plan will improve/strengthen the academic and technical skills of students participating in professional-technical education programs.

Directions: For each of your approved programs (use the same program sequence number from Page 8) place an **X** by each activity that applies to that program and which is intended to improve the academic and technical skills of students participating in that program. For example, for program 1 (*Agriculture for this example*), if there is a coherent sequence of courses in agriculture designed to improve the academic and technical skills of students, place an X under "1" and next to "Coherent Sequence of Courses."

ACTIVITIES		YOUR PROGRAMS *									
		1	2	3	4	5	6	7	8	9	10
a.	Integration of academics with vocational and technical.										
b.	Coherent sequence of courses.										
c.	Use academic and vocational collaborative lessons.										
d.	Academic/vocational team teaching.										
e.	Dual credit options provided.										
f.	Joint academic/vocational assignments.										
g.	Use of industry based competency testing consistent with performance measures.										
h.	Use of competency profiles.										
i.	Other.										

**Narrative:** Describe any of the above or additional ways a program or programs strengthen or improve the academic and technical skills of participating students.

\* Attach an additional sheet if you have more than 10 programs.

**Section 5: Provide students with experience in and understanding of all aspects of an industry. (Section 134(b)(3)(B) and Section 135(b)(2))**

Describe how professional-technical education programs will provide students with experience in, and understanding of all aspects of an industry. "All aspects of an industry" means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter. Examples may include, but not limited to:

- ' enrolling students in work-based learning experiences as part of an approved professional-technical education program.
- ' providing students with information about occupations within an industry including skills, aptitudes, licensing requirements, work settings, hiring practices, wages in Idaho and the nation, number of people employed in Idaho and the nation, outlook for employment, and education and training necessary for entry.

**Directions:** For each approved program (use the same program sequence number from Page 8) place an **X** by each activity that applies to that program and which is intended to provide students with experience in and understanding of all aspects of an industry.

ACTIVITIES	YOUR PROGRAMS *									
	1	2	3	4	5	6	7	8	9	10
a. Work-based experiences provide:										
Internships										
Shadowing										
Mentoring										
b. School-based experiences provide:										
Career Information										
Class presentations										

**Narrative:** Describe any of the above or additional ways your program(s) are providing students with experiences in and understanding of all aspects of an industry.

\* Attach an additional sheet if you have more than 10 programs.

#### **Section 6: Plan Evaluation (Section 135(b)(5))**

Develop and implement evaluations of the professional-technical education programs, including an assessment of how the needs of special populations are being met.

**In each of the following five sections, attach a narrative description of the strategy** used to evaluate and improve the performance of professional-technical students and programs, including the needs of special populations. The term “special populations” means:

- ' individuals with disabilities;
- ' individuals from economically disadvantage families, including foster children;
- ' individuals preparing for nontraditional training and employment;
- ' single parents, including single pregnant women;
- ' displaced homemakers; and,
- ' limited English proficiency.

**a. Evaluation (Section 134(b)(4)):** Describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and **evaluation** of professional-technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding the requirements of this title.

**b. Continuous Improvement (Section 134(b)(6)):** Describe the process that will be used to independently evaluate and **continuously improve the performance** of students in professional-technical programs.

- ' Local evaluation must be based on performance measures. This is accomplished by collecting required data annually on performance measures and evaluating programs in relation to State performance measures (expressed in percentages or numerical form) for each core indicator.
- ' Describe the process used to evaluate and improve student performance.
- ' Describe how the needs of special populations will be assessed and how these needs will be met by professional-technical programs.

**c. Eliminate Barriers (Section 134(b)(7)):**

- (1) Describe strategies to identify and eliminate barriers that prevent special populations from entering and succeeding in professional-technical education. Strategies to eliminate barriers for special populations may include, but are not limited to:
  - ' providing tutoring, remediation for limited math and science skills;
  - ' providing support groups to encourage retention;
  - ' providing ESL classes for limited English proficiency;
  - ' displaying a functional sexual harassment policy; and,
  - ' promoting career exploration and planning prior to enrollment in professional-technical education classes.
- (2) Describe strategies that will be used to enable special population students to meet State performance measures.

**d. Nondiscrimination (Section 134(b)(8)):** Describe how individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations.

- e. Nontraditional training (Section 134(b)(9):** Describe how funds will be used to promote preparation for nontraditional training and employment. Nontraditional employment is defined as occupations where the number of men or women employed is 25% or less of the total number employed in that occupation. Examples of promoting preparation for nontraditional training and employment include, but not limited to:
- (1) providing information to students about nontraditional occupations that include descriptions, aptitudes, work settings, hiring practices, wages, employment outlook, and preparation;
  - (2) providing students with work related experiences in nontraditional occupations (e.g., internships, job shadowing, school based enterprises);
  - (3) providing students with nontraditional opportunities through professional-technical student organizations;
  - (4) teaching applied mathematics and applied science with gender neutral applications; and,
  - (5) providing information about educational programs of study and training that prepares students for nontraditional occupations including: description, program admissions, typical course work, and the schools in Idaho offering degrees or certificates.

**Section 7: Initiate, improve, expand, and modernize quality professional-technical education programs. (Section 134(b)(5), Section 135(b)(6) and Section 135(b)(7))**

Describe the curricular dimensions (scope, size, sequence, integration, etc.) that will be used to expand and improve the quality of professional-technical education programs. This may be accomplished by:

- ' integrating the academic and professional-technical components through a coherent sequence of courses to ensure learning in the core academic and professional-technical subjects;
- ' the use of industry based competency testing consistent with established performance measures; and
- ' the use of competency profiles.

Directions: For each of your approved programs (use the same program sequence number from Page 8) place an **X** by each activity you will use to initiate, improve, expand or modernize that program.

ACTIVITY	YOUR PROGRAMS *									
	1	2	3	4	5	6	7	8	9	10
a. Curriculum revision/update.										
b. Teaching materials revision/update.										
c. Business/industry/community representatives provide input for program.										
d. Modify program offerings.										
e. Conduct labor market analysis.										
f. Implement State approved curriculum.										
g. Implement standards for certification and/or other industry credentials.										
h. Initiate new program(s) or courses.										
i. Provide sufficient services/activities (size, scope, quality) to be effective. <b>Yes or No.</b> If no, describe why and strategy to improve.										

**Narrative:** Describe any of the above or additional ways in which you will initiate, improve, expand or modernize any of your professional-technical programs.

\* Attach an additional sheet if you have more than 10 programs.

**Section 8: Provide professional development programs to teachers, counselors, and administrators. (Section 134(b)(10) and Section 135(b)(4))**

Directions: For each of your approved programs (use the same program sequence number from Page 8) place an **X** by each activity you will use to provide professional development to teachers, counselors or administrators associated with that program.

ACTIVITIES	YOUR PROGRAMS *									
	1	2	3	4	5	6	7	8	9	10
a. In-service and pre-service professional development on: State-of-the-art programs & best practices;										
Effective teaching methods based on research;										
Effective practices to improve parental and community involvement;										
b. Educational programs and experiences for teachers and other school personnel to insure that they stay current with all aspects of an industry.										
c. Business and industry internship programs for teachers.										
d. Programs to train teachers specifically in the use and application of technology.										
e. New teacher mentoring.										
f. Other.										

**Narrative:** Describe any of the above or additional ways (e.g. curriculum development, working with special populations, guidance and counseling) you will provide professional development to teachers, counselors or administrators associated with any of your professional-technical programs.

\* Attach an additional sheet if you have more than 10 programs.

**Section 9: Develop, improve, or expand the use of technology in vocational and technical education. (Section 135(b)(3))**

Directions: For each of your approved programs (use the same program sequence number from Page 8) place an **X** by each activity that applies to that program to develop, improve, or expand the use of technology.

ACTIVITIES	YOUR PROGRAMS *									
	1	2	3	4	5	6	7	8	9	10
a. Technology applications included in curriculum framework.										
b. Computer applications are included										
c. Vo-tech personnel trained to use state-of-the-art technology, which may include distance learning.										
d. Academic and technical skills that will lead to entry into high tech and communications field.										
e. Work-based learning in high tech industries is available through internship, mentoring, co-op and/or shadowing experiences.										
f. Technology training is available toward teacher certification.										
g. Other										

**Narrative:** Describe any of the above or additional ways a program or programs will develop, improve, or expand the use of technology.

\* Attach an additional sheet if you have more than 10 programs.

**Section 10: Link secondary professional-technical education and postsecondary professional-technical education, including implementing tech-prep programs. (Section 135(b)(8))**

**Directions:** Place an **X** in the blank by each methodology you use to facilitate linkage between and transition from secondary to postsecondary programs.  
**Include a brief description of how the methodology accomplishes this goal.**

\_\_\_\_\_ Articulation among programs:

\_\_\_\_\_ Dual Credit Options (specify programs in which available):

\_\_\_\_\_ Distance Learning:

\_\_\_\_\_ Other: Please describe methods you use to link secondary and postsecondary professional-technical education programs.